



Annual Results Report 2017 – 2018
School Continuous Growth Plan 2018 – 2021



OUR VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

OUR PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

OUR BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

OUR CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

Success for All x All Kids Are Our Kids = One Year's Growth

Our School We provide quality learning environments to ensure:

1. All students are successful through the division focus on Literacy

At MBE, literacy is a priority and we are committed to improving our student literacy through effective instructional strategies and assessment, data collection, professional development for teachers, and fostering a school-wide culture of a love of reading. This year we will also be providing more support in and out of the classroom through our work with a Literacy Consultant who will provide training and support to our staff so that all staff work towards becoming 'Reading Specialists'. We will also be starting a school-wide home-reading program called, "WILD About Reading" enlisting the support of our parent community in working with their children at home to develop an expectation for, and a love of reading. With this program we will celebrate school-wide milestones with the volume of reading our students are doing and encourage them to push themselves to want to read and achieve even more.

2. Student success through innovative, effective and appropriate uses of educational technologies

Technology occupies an important place within students' lives. When they are not in school, just about everything that they do is connected in some way to technology. By integrating technology into the classroom, we provide our students with the tools that will take them into the 21st century. Technology is always changing, and as educators we strive to keep up with the times and these changes in order to best prepare our students for this ever-changing world that we live in. MBE supports integrating technology into the classroom and we understand the benefits this has for our students. At the same time, we see technology as a tool to support both teaching and learning, and not a replacement for providing our students with a solid foundation in literacy, numeracy, and teaching them the skills they will need to succeed both in school and outside of school.

3. Our school community respects diversity and promotes inclusion

When it comes to respecting diversity and promoting inclusion, we strive to:

- ...Create equitable and inclusive classrooms that respect gender differences, diverse ethnocultural and faith communities, family structures, student abilities/needs and differences in socioeconomic status.*
- ...Take care that all students feel accepted and gain a sense of belonging.*

- ... Convey our belief that all students can learn and succeed.*
- ... Provide, for each student, a balance of challenge and support to scaffold new learning.*
- ... Convey openness and warmth and encourage students to interact with others in the same way.*
- ... Emphasize and model values of fairness, empathy, acceptance, kindness, respect and responsibility to and for other people.*
- ... Create an atmosphere of respect for the school community and foster positive connections between the school and students' home and community cultures.*
- ... Recognize and value student improvement and celebrate success for each individual.*

4. First Nations, Metis and Inuit (Indigenous) student success

Last year, in addition to our regular Cree Language and Culture classes, we piloted a Legends Literacy program with some of our older grades and had such positive feedback that we have decided to offer it to students in the younger grades as well. Legends Literacy is a cultural based literacy program that will enable students to continue to develop their reading comprehension while using materials and resources that are culturally infused. Teachings of the Medicine Wheel and the Seven Grandfather Teachings will be the basis for the entire Legends Literacy program. Included within each unit of the program (Mental, Physical, Spiritual and Emotional) will be Elder influences, Cultural guests, and both indoor and outdoor activities.

5. Excellence in Teaching and School Based Leadership

One thing that parents know they can count on is that the staff at Mary Bergeron Elementary will continually go out of their way to ensure that our students have the best learning opportunities and experiences possible. Staff know the importance of modelling lifelong learning and they model this themselves by continually seeking out professional development and learning opportunities that will help them to hone their craft and become masters at what they do. Our leadership team supports them in this by providing them with the resources, support, and opportunities to pursue relevant professional development and put systems in place to ensure that all staff are supported to become the best teaching team possible.

MARY BERGERON ELEMENTARY**School Demographics**

*Mary Bergeron Elementary is a modern K-5 school which opened its doors in September of 2017. The school is located in Edson, AB (population 8,150), which is located in west central Alberta along the beautiful Yellowhead highway, and is one of two elementary schools that are part of the Grande Yellowhead Public School Division No. 77. Enrolment in the school, as of September 30, 2018, is 418 students in 18 Kindergarten to Grade Five classrooms. There are currently 37 staff members working at the school, including 18 classroom teachers, 2 specialty teachers (music & PE), 2 administrators, 14 support staff, and a family school liaison counsellor. The school has a strong, supportive, and active School Council and parent group that work together with the school to ensure that we live our mission statement, **“Every Student; A Success Story”***



Principal's Message

Positive school culture is the heart of improvement and growth in any building, and is the foundation block upon which all other school successes must be built. Without it... any initiatives, implemented programming, or newly designed instructional strategies will not bring about lasting school improvement or student achievement. With it... the possibilities are limitless and Mary Bergeron will have the capacity to be the truly world-class elementary school that we all hope for it to be for our students. That is why, in its opening year (2017-18), Mary Bergeron Elementary focused its time and resources on laying the foundation for the creation and development of a strong, student-centered, safe & caring school culture for ALL. As a result of the school and parents' hard work and efforts in that regard, a strong sense of community and MBE identity now permeate the building and all that we do. From the moment that you walk through the front doors, parents and visitors alike tell us there is an immediate and very noticeable 'warm, inviting feeling' and 'sense of belonging' that hits you. They often cannot identify exactly what it is or put it into words, but they feel it and they know that it's there. We know what it is – because we've worked hard to create it. It's that feeling you get when you know you are surrounded by people who truly care about one another – who work and play under a common & unifying vision, and who feel comfortable and confident to put themselves out there – day in and day out - and work alongside one another to accomplish shared goals and truly amazing things for, and with, kids!

In our first year of operation, we accomplished what we set out to – creating a positive school culture, community, and identity that would serve as the heart of improvement and growth in our school, and would provide the foundation block upon which all other school successes will be built upon. As we enter into our second year of operation, we will now look at the baseline academic and social landscape data from year one and use that information to identify and celebrate our successes and school strengths as well as identify and address areas of need and priorities so we can continue on the path to improved student achievement and overall school improvement. We have so many successes to be proud of and to celebrate from year one – so much so that I

know that I could go on for pages and pages about them. And although I am proud and know that we have created a very good school... 'good' will never be good enough. We've worked hard to build the foundation necessary for MBE to become a world-class elementary school and so, we must now work even harder so that we can move from 'good' to 'GREAT'!

In addition to our continued focus on the development of a positive, unified, safe & caring school culture, we will also be focusing our attention on developing a common numeracy vocabulary across the grades, school-wide implementation of Daily 5 literacy practice with an emphasis on vocabulary development , and an initiative to introduce cooperative learning structures in all classrooms with the goal of increasing overall student achievement and lessening anxiety levels in our student population.

To accomplish these goals we know that we will need to cooperation and support of our parents - and so we will also work hard to build upon the strong partnership we have begun with our parent community. Through improved communication, opportunities for meaningful parental involvement and a strong working relationship with our School Council, we hope to accomplish all of this and more - so that Mary Bergeron can offer its students the best learning opportunities possible in a school where the culture, identity, and climate provide all of our students with the recipe for academic and personal success.

Education at MBE will always be about making a difference in the lives of children. It is about helping them to gain the knowledge, skills, and attitudes necessary to enable them to fully embrace challenge, respect diversity, and to pursue personal and academic excellence. Whether you've been a part of one of our feeder-school communities or if you are a new arrival to our 'family', you will find that here at Mary Bergeron Elementary you are now part of a special community that places a high priority on quality teaching and learning, a community where good character matters, and a community that, above all else, values its most prized resource - our students.

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Accountability Pillar Overall Summary
 3-Year Plan - May 2018
 School: 1266 Mary Bergeron Elementary School



Measure Category	Measure	Mary Bergeron Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.7	86.1	90.5	89.0	89.5	89.4	Very High	Maintained	Excellent
	Program of Studies	90.7	76.4	79.5	81.8	81.9	81.7	Very High	Improved	Excellent
Student Learning Opportunities	Education Quality	93.0	90.6	92.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	80.6	78.6	90.5	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	83.5	82.8	85.0	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	91.7	80.9	89.4	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.4	86.1	86.6	80.3	81.4	80.7	Very High	Maintained	Excellent

The sources used for the collection of data that drives our programming decisions and direction includes student formative and summative assessments, input from parents and students, provincial Accountability Pillar measures (see above chart), and division screening tools which include AimsWeb, Mathletics, HLAT, and the EYE. With 2017-18 being the first year of operation for our school, the data collected from last year becomes our school's baseline data from which we can start to gauge growth and achievement patterns over time.

In looking at our provincial accountability pillar results (see chart above) we scored at the **excellent level** in 6 out of 7 categories indicating that our students and parents feel that their school is performing at a high level when it comes to meeting the needs of our school community. Much of the data collected in this tool gives us a general picture about how students and parents 'feel' about the quality of education at our school, how safe and caring our school is, and the quality and breadth of learning opportunities that we provide to our students. There is not doubt that we are very proud of the feedback that this document provides us with.

When it comes to data that is more specific to academic measures, the GYPSD divisional screening assessments give us a good indication of where our students are achieving. When we look at the Mathletics data from this fall and compare it to where our students were at the same time last year, the number of students who scored at, or above, grade level was up an average of 12%. There are great things happening in mathematics teaching and learning throughout the school and we will now continue to build on these gains with the goal of increasing the number of students who are achieving at, or above, grade level. ***[Please see Goals and Strategies in the following section for specifics and targets for 2018-19]***

In looking at our students' reading results, as reported on the AimsWeb assessments, and compare this falls results to last year at the same time we find that the number of students who scored at, or above, grade level was up an average of 2% across the grades. While this level of achievement might be considered 'good' ... quite simply 'good' is not good enough for us. And so with that we have set literacy as our priority for the 2018-19 school year with a focus on professional development for staff with the overall aim to create a school of 'reading specialist teachers' at all grade levels. In addition to this, we will implement a school-wide initiative called "WILD About Reading' which is a home-reading program aimed at enlisting the support of our parent community in working with their children at home to help support the school in developing an expectation for, and a love of reading in our students. Throughout the year we will also be focusing our instruction on areas of literacy that our assessment tools show are areas of need for our students. One such area is vocabulary development and it will be an ongoing focus for us throughout the year. ***[Please see Goals and Strategies in the following section for specifics and targets for 2018-19]***

ALL KIDS ARE OUR KIDS:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

<p>School Goal 1: As a result of building a school-wide culture of COOPERATIVE LEARNING, student levels of anxiety will show a significant level of decrease throughout the year as shown in FSLC caseload data, teacher observation, and student self-reporting.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> ● All teachers will participate in Kagan Cooperative Learning training - 2 days of professional development during the 2018-19 school year. ● Teachers will work in grade level grouping to collaboratively implement cooperative learning structures into their classrooms. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● All teaching staff trained in Kagan Cooperative Learning ● All classrooms using cooperative learning structures in daily routines and lessons ● FSLC caseload data indicates a decrease in the number of students needing support with anxiety and peer relations ● Student self-report that they feel less anxious at school and are more able to deal successfully with peer interactions.
<p>Evidence of Success:</p>	

SUCCESS FOR ALL:

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

<p>School Goal 1: Through our instructional focus on school-wide implementation of Daily 5 literacy practice with an emphasis on vocabulary development, 70% of MBE students will be achieving at, or above, grade level as measured on the AimsWeb divisional screening results.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> • Creation of an MBE Literacy Leadership team whose mandate it will be to champion the above focus and support teachers with resources, professional development, and collaborative coaching. • Provide teachers with embedded PLC time to address and support their grade level team in meeting the above targets. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> • Daily 5 practice implemented in all classrooms • Classroom practice and learning opportunities reflect an instructional focus on vocabulary development • 70% of students score at, or above, grade level on AimsWeb screening. • 2020 Target = 75%; 2021 Target - 80%
<p>Evidence of Success</p>	

<p>School Goal 2: Through our instructional focus on building a common numeracy vocabulary across the grades, 75% of MBE students will be achieving at, or above, grade level as measured on the Mathletics divisional screening results.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> ● Creation of an MBE Numeracy Leadership team whose mandate it will be to champion the above focus and support teachers with resources, professional development, and collaborative coaching. ● Provide teachers with embedded PLC time to address and support their grade level team in meeting the above targets. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Classroom practice and learning opportunities reflect an instructional focus on vocabulary development in math (numeracy) ● 75% of students score at, or above, grade level on AimsWeb screening. ● 75% students self-report on a student questionnaire that they are interested, engaged, and understanding math ● 2020 Target = 80%; 2021 Target - 85%
<p>Evidence of Success</p>	